A Toolkit of Resources

for
Independent Living Specialists
Vocational Rehabilitation Counselors
& Teachers/Educators

WHO ASSIST
YOUNG ADULTS WITH DISABILITIES
IN TRANSITION PLANNING

September 2011

A special thank you to the following ad hoc team members for their time, expertise and support in developing this toolkit:

2

Nathan Zoromski – SW Center for Independent Living (SCIL)

Chris Clause – Sedalia VR District Office

Lydia Mitchell – St. Louis West VR District Office

Marilyn Smith – St. Louis Special School District

Bridgette Imperial – Services for Independent Living (SIL)

Debbie Johnson – Glasgow High School

Jackie Crawford – Springfield North VR District Office

Kate Brothers – Festus High School

Nancy Pope – Disability Resource Association (DRA)

Dorothy Parks – VR Central Office

Tonya Fambro – VR Central Office

Brenda Simmons – VR Central Office

THE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, GENDER, NATIONAL ORIGIN, AGE, OR DISABILITY IN ITS PROGRAMS AND ACTIVITIES. INQUIRIES RELATED TO DEPARTMENT PROGRAMS AND TO THE LOCATION OF SERVICES, ACTIVITIES, AND FACILITIES THAT ARE ACCESSIBLE BY PERSONS WITH DISABILITIES MAY BE DIRECTED TO THE JEFFERSON STATE OFFICE BUILDING, OFFICE OF THE GENERAL COUNSEL, COORDINATOR – CIVIL RIGHTS COMPLIANCE (TITLE VI/TITLE IX/504/ADA/AGE ACT), 6TH FLOOR, 205 JEFFERSON STREET, P.O. BOX 480, JEFFERSON CITY, MO 65102-0480; TELEPHONE NUMBER 573-526-4757 OR TTY 800-735-2966; FAX NUMBER 573-522-4883; EMAIL CIVILRIGHTS@DESE.MO.GOV

Table of Contents

Purpose of this Toolkit

1. Enhance joint service delivery

2. Expand local collaboration and teamwork

3. Provide a resource for transition planning

This toolkit has been developed by an ad hoc team comprised of a small representation of individuals from across the state working in Centers for Independent Living (CIL), Local Education Agencies (LEA) and Vocational Rehabilitation (VR). The goal was to create a resource tool to enhance collaboration in transition planning for young adults with disabilities. A special acknowledgement to members of these three organizations for the many valuable resources and links included in this toolkit.

Transition services will vary depending upon the needs of the individual, availability of staff and resources at the local level. Not all services identified in this toolkit will be available in all areas of the state. In sharing these ideas and resources, a wider range of services and joint service delivery becomes available for young adults with disabilities.

Transition is a process where young adults with disabilities prepare for the future. This may include further education, specialized training, employment or other options they might choose on the road to increased independence.

Basic transition concept:
- o Counsel young adults, along with their families, to think about goals for life after high school and to develop a plan to get there.

- o Design the high school experience to ensure that young adults gain the skills and competencies needed to achieve their desired post-school goals.

- o Identify and link young adults and their families to any needed post-school services, supports or programs before they exit the school system.

In Missouri, VR and the LEA have developed strong partnerships at both the state and local level in coordinating and providing transition services. This toolkit will **introduce** CILs as another partner in transition planning.

Included are snapshots of transition activities and resources that VR counselors, Independent Living specialists and teachers/educators may be able to offer young adults with disabilities.

The Local Education Agency's (LEA) Role

- The LEA is required by the Individuals with Disabilities Education Act (IDEA) to include a Transition Plan in the Individualized Education Plan (IEP) for all students age 16 and older. This plan outlines the supports and transition services students will need to live, work and participate in the community as an adult.

- The Transition Plan includes measurable post-secondary goals based on age-appropriate transition assessments for:

  - Education/Training
  - Employment
  - Independent Living, if appropriate

  along with IEP goals, action plans and courses of study designed to help students fulfill their dreams for life after high school.

- The LEA **must** invite the student to the IEP for Transition Services and consider inviting any agency that may provide or pay for services after graduation.

- Planning for successful transition is complex. There are many issues to be addressed, time is short and the stakes are high. It takes the cooperation and involvement of parents, students, teaching professionals and other organizations for a successful transition from school to adult life to occur.

- Involvement is often time-consuming and challenging. Yet at the same time, it can be rewarding and offer many payoffs.

- Students are approaching one of the most significant transitions of life when they move from high school into the adult world. Exploring one's talents, interests and abilities; developing the greatest degree of independence possible; and setting goals and making decisions about the future are all part of this transition.

Department of Elementary and Secondary Education (DESE) Office of Special Education: Effective Practices
http://dese.mo.gov/divspeced/EffectivePractices/transition_progs.htm

Post-Secondary Transition Q and A-
http://dese.mo.gov/divspeced/Compliance/Q&A/se-com-post-sec-tran-qa.htm

The Local Education Agency's (LEA) Role

Over the past five years, the gap between graduation rates for students with disabilities and all students has decreased by more than 6%.

- To assist in achieving post-secondary goals, high school students with disabilities will need:
  - a realistic post-secondary goal based on transition assessments
  - knowledge of self that includes interests, accommodation needs and knowledge of how disability will impact achievement of goal
  - self-advocacy skills
  - information about adult agencies that might provide supports after graduation
  - parent support

- Additional resources and information to prepare for the transition to adult life include but are not limited to:

  Special School District (SSD) Transition Guidebook-Through the Doorway to Adult Life;
  http://www.ssdmo.org/assets/123/step3/guidebook.pdf

  Transition Planning: A Team Effort-PDF A publication of the National Information Center for Children and Youth with Disabilities, NICHY;
  http://nichcy.org/wp-content/uploads/docs/ts10.pdf

  Parent's Guide to Special Education in Missouri, Missouri Department of Elementary and Secondary Education, Office of Special Education;
  http://www.dese.mo.gov/divspeced/Compliance/documents/ParentGuide.pdf

  Tips for Transition, Missouri Department of Elementary and Secondary Education;
  http://dese.mo.gov/divspeced/EffectivePractices/documents/se-ip-motransitiontips.pdf

  State Performance Plan, Missouri Department of Elementary and Secondary Education;
  http://dese.mo.gov/divspeced/SPPpage.html

- **Missouri Transition Programs- DESE Special Education**
  http://dese.mo.gov/se/ep/transition_progs.htm

VR
Vocational Rehabilitation's Role

- In Missouri, VR is a program under the Department of Elementary and Secondary Education that receives state and federal funds to help people with disabilities obtain and maintain employment.

- To be eligible for assistance, a person must have a physical or mental impairment that creates a substantial impediment to employment and requires VR services to prepare for, enter into, engage in or retain gainful employment.

- Although VR is primarily an adult service agency, the federal Rehabilitation Act also requires VR to coordinate with schools in the planning of transition services for young adults with disabilities prior to their graduation or exit from high school. http://dese.mo.gov/vr/transition.htm

- VR's role in transition planning is to help young adults with disabilities:
  o choose a career goal.
  o develop a plan for employment or career training.
  o become successfully employed.

- Services that VR may assist with include but are not limited to:
  o Web-based career exploration
  o Career planning/portfolio development
  o Individual career guidance and counseling
  o Work experience such as job shadowing, apprenticeships, internships
  o Earning high school credit through a cooperative work experience program (COOP)
  o Assistance in finding employment/job search activities
  o On-the-job-training (OJT)
  o Supported employment job coaching
  o Assistive technology devices or services
  o Post-secondary education or training
  o Other services based on individual needs

VR
Vocational Rehabilitation's Role

Transition referrals account for approximately 22% of total VR clients each year!

On average, 65% of eligible transition youth who received VR services, reached successful employment outcomes!

- VR may also provide transition-related services to school districts in the form of consultation, technical assistance and participation in IEP meetings. In preparation for a job or training program, VR encourages student-led IEP meetings.

- Most services are provided at no cost. Payment for some VR services may be based on student and family income/resources and the ability to pay for costs associated with a specific services. VR may also conduct a search for other comparable services.

- VR transition services are provided by vocational rehabilitation counselors located in VR district offices across the state of Missouri (http://dese.mo.gov/vr/vroffices.htm). Many VR counselors travel directly to the high school or other locations in the community. VR counselors may also purchase services from Community Rehabilitation Providers (CRPs) who offer a variety of job placement and/or skills training assistance.

- VR's primary role is to help young adults with disabilities receive employment-related services and/or training needed to make a smooth transition from high school to successful employment. Preparing young adults for self-sufficient, high quality competitive employment in integrated settings are all key outcomes of successful transition planning.

- Additional resources and information regarding Missouri VR transition services include but are not limited to:

  Office of Adult Learning and Rehabilitation Services, (VR)
  http://dese.mo.gov/vr/vocrehab.htm

  VR Transition Brochure
  http://dese.mo.gov/vr/documents/Transition0410.pdf

  DESE Cooperative Agreement
  http://dese.mo.gov/vr/desecoopagreement.pdf

  Missouri VR's Role in Transition Planning (ppt)

  US Dept. of Labor, Bureau of Labor Statistics
  http://www.bls.gov/news.release/empsit.t06.htm

  VR Cooperative Work Experience Program Agreement
  http://dese.mo.gov/vr/CSG/CoopAgreement.pdf

  COOP Q & A; http://dese.mo.gov/vr/qandavrcoop.pdf

Centers for Independent Living

CIL
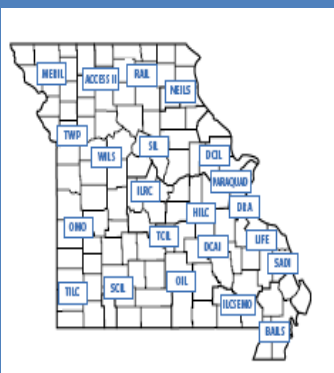### Centers for Independent Living's Role

Each year, 22 CILs serve on average 26,733 consumers:

5,225 – consumers receive Advocacy Services

9,004 – consumers receive Independent Living Skills Training Services

11,381 – consumers receive Peer Support Services

54,337- consumers receive Information & Referral Services

- Independent Living Centers are non-residential, private, non-profit, consumer-controlled, community-based organizations providing services and advocacy by and for persons with all types of disabilities. Their goal is to assist individuals with disabilities achieve their maximum potential within their families and communities. All CILs must provide the four core services and may provide a variety of other services based on need, availability and funding.

- Core services:
  - Peer support
  - Advocacy
  - Information and referral
  - Independent living skills training

- CILs may provide services at little or no charge for all people with disabilities to help them achieve or maintain self-sufficient and productive lives in their communities.

- CIL staff may offer support to youth in learning how to make decisions and exercise control over their lives as they transition from high school to adulthood.

- As part of the four core services, many CILs may also provide independent living skills training or other activities for young adults with disabilities in the areas of career exploration, empowerment and employment/training.

- Contact the local CIL (http://mosilc.org/CIL.htm) to obtain information regarding specific CIL services available in that community.

- Additional resources and information regarding the CILs include but are not limited to:

Missouri Statewide Independent Living Council (MOSILC) http://www.mosilc.org

Missouri Statewide Independent Living Council Brochure SILC Brochure **(pdf)**

A Team Approach

Coordinated Service Delivery

"It takes a Village"

- The LEA, VR, and the CILs all play a role in transition planning for young adults with disabilities.

- Some examples of coordinated service delivery using this team approach may include but are not limited to the following:

  - Participation by CIL and/or VR in IEP/504 meetings

  - Instruction regarding self-determination, self-advocacy, and/or disability awareness to assist youth in taking a more active role in transition planning and foster youth-led IEP/504, and/or employment planning meetings

  - Additional training/activities to enhance employability or independent living skills prior to graduation/exit from school or prior to beginning a training program

  - Assistance in learning how to research and make an informed choice regarding the following:
    - Assistive technology
    - Housing options and/or home modifications
    - Personal care attendant (PCA) services

  - In-service presentations in the schools on a large array of topics (attitude, bullying, disability etiquette, people first language, self-advocacy, etc.)

  - Participation in CIL-sponsored after school and social programs, if available

  - Group or individualized skills training in the area of work readiness and/or life skills

  - Coordinating peer mentoring opportunities with another youth or adult with a similar disability who has established a solid independent lifestyle

  - Connecting youth to other community resources and state agencies such as **Department of Mental Health (DMH) Employment Resource /Youth Transition Coordinators:**
    http://dmh.mo.gov/dd/progs/employment.htm;
    Division of Workforce Development Career Centers;
    https://worksmart.ded.mo.gov/documents/view_one.cfm?ID=1618&menuID=6
    Missouri Regional Transition Networks
    http://ptimpact.org/Transition/Stellar/RTNbrochure.pdf

Coordinated Service Delivery

The young adult's goals and/or desired outcomes should drive the provision of services.

Getting Started/Connecting the Dots

In addition to transition services offered through the LEA or VR district office, this toolkit contains a snapshot of CIL transition training activities that may be provided for young adults with disabilities.

Based on local resources and funding, transition activities and services listed in this toolkit may be combined and/or redesigned to fit individual needs. The transition activities listed are not required for successful transition planning and many are not currently available in every area of the state. However, these snapshots may spark some creative ideas for transition planning that could be used by teachers, VR counselors or CIL specialists at the local level to expand services currently available.

The LEA, VR and CIL staff are encouraged to use the tools and resources in this toolkit to enhance coordinated service delivery. This may be done in a number of ways. Here are some examples of how to begin the process:

➢ Determine whether the CIL is currently providing transition services to youth in your local community.

➢ Identify a point of contact at the LEA/CIL/VR office, and schedule a meeting to discuss the provision of joint transition services for young adults with disabilities.

➢ Identify which current components of transition planning are effective and which ones could be enhanced or improved.

➢ Using some of the ideas for joint transition planning and service delivery listed in this toolkit, brainstorm one or two new transition activities that could be developed.

➢ Implement the new services to enhance successful post-school outcomes for young adults with disabilities in your community.

➢ Evaluate the results and make adjustments to the new services as needed.

Checklists and Portfolios

Snapshot:

- **Gather information** using interest surveys, situational assessments, life skills assessments, soft skills assessments, value inventories, teacher observations and employer evaluation forms, if applicable.

- Create a **discovery profile** for each young adult with a disability identifying their skills and preferences.

- Utilize a **Transition Planning Checklist** to record transition needs and priorities to help young adults with disabilities move toward their post-secondary goals.

- Create a **Transition Portfolio** to store transition-related assessments and information.
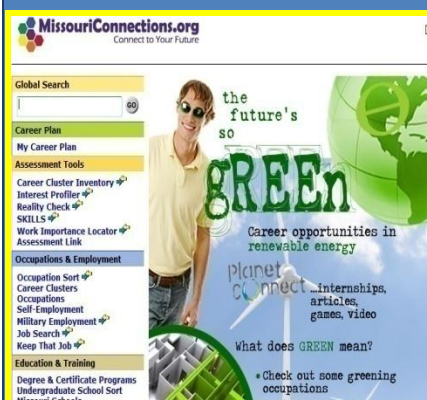
Coordinated Service Delivery:

- Developing a method of collecting, completing and storing the results of transition assessments so they are easily accessible for school staff and can be shared with adult service agencies such as VR, CIL, and/or local CRPs enhances transition planning.

- Storing information in a "Transition Portfolio," using transition planning checklists to record "what you already know" about the young adult with a disability and sharing this information with VR/CILs can help:
  - facilitate the VR referral/eligibility process.
  - enhance VR career exploration and planning.
  - identify gaps in transition planning.
  - reduce duplication of services.
  - assist CIL staff in identifying any additional assessments or group activities youth could benefit from as they transition from school to adulthood .

- These additional "tools" can help supplement the IEP/504 plan or diagnostic summary and may provide a more meaningful picture of interests, skills and transition service needs.

On-Line Tools/Resources:

- **Transition Planning Checklists, Levels A-B-C,** Special School District (SSD) Direction for Checklists, Transition Planning A, Transition Planning B, Transition Planning C , Transition Portfolio
- **Missouri Planning Council for Developmental Disabilities:** A Guide for Career Discovery, (pdf)
- Employability Skills Checklist (pdf)

Missouri Connections

Snapshot:

- Missouri Connections (MC) is an on-line career exploration system with all of the information/tools to plan for the future. MC can help young adults with disabilities:

  - Discover career interests and job skills
  - Explore different occupations and employment
  - Decide on a career direction
  - Research colleges and technical schools
  - Learn more about education and training options
  - Find scholarships and financial aid
  - Find current job openings in Missouri and in local regions
  - Use wage data to negotiate a salary
  - Get hints and tips on preparing for the job hunt
  - Create an electronic portfolio to store Information
  - Create a resume

Coordinated Service Delivery:

- VR can utilize MC in partnership with the classroom teacher to assist eligible youth to explore careers, learn how to set goals and evaluate options. These tools allow them to research training programs, discover more about the physical demands and working conditions of different career fields and create their own electronic career portfolio.

- The MC career portfolio allows youth to save assessment results, the jobs and training programs they are most interested in and their plans for the future. Upon graduation/exit from school, their career portfolio can be transferred to local career centers or institutions of higher education for continued career planning.

- This career planning process through MC may identify gaps in transition planning and help determine if the individual could benefit from additional training to enhance skills such as self-advocacy, social or work-readiness skills. The local CIL may be able to offer individual or group activities to strengthen skills in these areas. Youth may also choose to share their career portfolios with CIL staff or CRPs to ensure a more seamless system of service delivery.

On-Line Tools/Resources:

- **Missouri Connections:** http://www.missouriconnections.org

Career Exploration

Snapshot:

The knowledge of and exposure to a variety of different jobs or career fields is an important part of the transition planning process for young adults with disabilities and may include the following:

- Career exploration through various interest inventories, aptitude and self-assessments (on-line or paper-pencil)
- Research of careers in their field of interest
- Field trips to meet with or interview employers in the local community

Coordinated Service Delivery:

- Local education agencies provide a variety of career exploration activities for students receiving services through an IEP. VR counselors may also work closely with eligible youth with disabilities during their final year of school to explore a variety of career fields and training programs. In addition, the local CIL may offer a workshop or individualized one-on-one skills training specifically designed to provide youth additional career exploration opportunities to supplement or enhance LEA or VR career exploration activities.

- A coordinated system, to include the sharing of information regarding career exploration activities provided by the LEA, VR, or CIL, will help reduce duplication from one agency to another. Interest inventories can be used in the development of additional work experiences such as job shadowing or volunteering in the community.

On-Line Tools/Resources:

- **Missouri Connections:** http://www.missouriconnections.org
- **The Missouri Career Guide:** http://dese.mo.gov/divcareered/documents/Missouri_Career_Guide.pdf
- **Career Cruiser: A Career Planning Guide:** http://files.facts.org/pdfDocuments/career/Career%20Cruiser.pdf#Passion
- **Bureau of Labor Statistics:** http://www.bls.gov/OCO/
- **Missouri Career Tool:** http://www.missourieconomy.org/occupations/occ_proj.stm
- **NCWD Youth-Career Planning Assessment Guide:** http://www.ncwd-youth.info/topic/assessment
- **Career Planning, Counseling and Coaching:** http://counseling.careers.org/
- **Assessment Tools for Career Planning:** http://thinkcollege.net/for-professionals/assessment-tools

Job Shadowing

Snapshots:

Young adults with disabilities have an opportunity to explore the world of work through job shadowing opportunities which may include but are not limited to:

- on-line job shadowing in 16 career clusters using Missouri Connections
- review of real world interviews by people in a variety of occupations using Missouri Connections
- hands-on job shadowing with businesses in the local community

Coordinated Service Delivery:

- Job shadowing is typically set up as a full workday or several workdays at a local business or workplace. Young adults with disabilities accompany an employee in the performance of his/her daily duties.

- Job shadowing may also be designed as a joint activity in which VR or LEA staff expose youth to real world jobs using videos in Missouri Connections that provide a general description of the career field the youth has selected. These videos are a creative way to start the career exploration process and can also serve as a form of on-line job shadowing.

- CILs and VR staff may work together with the LEA to arrange individual job shadowing opportunities after school or on weekends for youth wanting to do further individual career exploration. Job shadowing allows the individual to increase their skills and enhance their work record. CILs, VR and LEA may be able to link youth to volunteer opportunities in the community.

- CIL, VR and LEA staff may also work together to coordinate a Job Shadow Day with a large organization(s) or business(es) that has a variety of jobs.

On-Line Tools/Resources:

- **Missouri Connections**: www.missouriconnections.org
- **Using Job Shadows to Explore the Field of Work:** http://www.mcst-nh.org/images/stories/pdf/build_partnerships_for_career_exploration_sept10.pdf
- **Junior Achievement Job Shadows:** http://www.ja.org/programs/programs_job_shadow.shtml

Work Experience or Work-Based Learning

Snapshot:

Work experience for young adults with disabilities is a component of many LEA work-based learning programs that link knowledge gained at the worksite with a planned program of study. VR and CILs may also partner with LEAs to provide additional work experience opportunities for youth.

Depending on the individual's interests, skills, and abilities, work experiences for young adults with disabilities may include, but are not limited to the following:

- Career exploration
- Job shadowing
- Service learning
- Employer-led programs (Project SEARCH) http://www.projectsearch.us/
- Internships
- Apprenticeships
- Paid employment (may include VR COOP program)

Coordinated Service Delivery:

- The majority of on and/or off-campus work based learning programs are developed by the LEA; however the LEA may also partner with business or VR to create unique work experience opportunities.

- A few of the CILs have also established some employer relationships and therefore, may be able to supplement LEA or VR work-based learning programs by connecting young adults with disabilities to work experience opportunities after school or during the summer. CILs, VR, and LEAs should share employer resources, when applicable and ensure youth participation in work experiences are communicated among all parties.

- When developing work experiences for young adults with disabilities, it is also important to ensure compliance with child labor laws and the fair labor standards act.

On-Line Tools/Resources:

- **How to Create Approved Work Based Learning Experiences:** http://www.mcst-nh.org/images/stories/pdf/Create_Approved_Nov10.pdf
- **Work-Based Learning Plan:** http://thinkcollege.net/for-professionals/employment
- **NCWD Work-Based Learning Jump Start:** http://www.ncwd-youth.info/work-based-learning
- **Handbook for Implementing A Comprehensive Work-Based Learning Programs According to the Fair Labor Standards Act:** http://www.ncset.org/publications/essentialtools/flsa/NCSET_EssentialTools_FLSA.pdf
- **Work Experience Options for High School Students:** http://www.education.com/reference/article/Ref_Work_Experience/
- **Transition Academy Session 3-** The Value of Work Experience for Students with Disabilities (ppt)

Person-Centered Planning

Snapshot:

- Transition planning for young adults with disabilities may include a person-centered planning approach.

- Utilizing person-centered planning, individual gifts and talents are identified through the process of self-discovery.

- Person-centered planning is designed to build essential life and leadership skills and to improve the future outcomes for youth through inclusion, self-determination and advocacy.

Coordinated Service Delivery:

- CILs, LEA's or VR staff may offer person-centered planning in a group setting or as one-on-one independent living skills training. Young adults with disabilities will learn how their families, friends, and people they know in the community can help support them in finding a job or career that matches their unique skills and abilities.

- Person-centered planning may include teaching young adults with disabilities how to network or foster a positive working relationship with adult agencies, family members and other professionals and what it means to utilize natural supports and community resources to make their plan a reality.

- Youth and their families can learn how to effectively utilize a person-centered planning approach in making their IEP and vocational planning meetings more meaningful and more productive in terms of future planning.

On-Line Tools/Resources:

- **The Career Planning Guide-A Guide for Career Discovery, by the Missouri Planning Council for Developmental Disabilities;** http://www.ddrb.org/pics/db/planning/48_48_Career_Discovery_Guide__Color[1].pdf

- **Think College-Person Centered Planning;** http://thinkcollege.net/for-professionals/person-centered-planning

- **Creating Your Self-Directed Life Plan (for individuals with mental health challenges);** http://www.psych.uic.edu/uicnrtc/self-determination.htm#tools

Self-Awareness and Self-Determination

Snapshot:

The foundation of empowerment for young adults with disabilities lies in their ability to achieve greater self-awareness and become more self-determined which includes but is not limited to:

- Understanding their disability and how it may affect their self esteem.

- Learning how their disability will affect their dreams of college, work, independent living and relationships.

- Building the confidence to set goals and communicate their dreams and needs.

- Building self esteem, self acceptance and self-determination

Coordinated Service Delivery:

- CILs can help young adults with disabilities develop self-determination and challenge them to understand their disability with a positive perspective. This may be done in either a group setting or as one-on-one independent living skills training.

- CIL activities may augment transition planning activities touched upon in the school setting by providing additional time and individualized instruction. This could include helping youth find ways to build a sense of personal control, individual strengths and an overall acceptance of themselves and their disability.

- Youth may also learn how to use computer software to create a presentation allowing them to take a more active role in leading their own IEP or 504 planning meetings. The presentation could also assist in exercising informed choice in career planning with adult service agencies such as VR.

On-Line Tools/Resources:

- Self-Determination for Middle and High School Students (ppt)
- Tips for Building Self Esteem (pdf); Roots Activity (pdf)
- Mosaic Presentation #1-Making It Happen (pdf)
- #2-From Vision to Reality (pdf)
- #3-Living On Your Own (pdf)
- Self-Determination: What's in it for Me
- **Voices4Hope (Young Adults with Mental Health Challenges);** http://voices4hope.wikispaces.com/
- **More Than a Job-Self-Determined Career Development Model, TACE Region 7** http://dps.missouri.edu/resources/MoreThanAJob/index.html

Advocacy

Snapshot:

It is important for young adults with disabilities to understand the importance of advocacy which may include but is not limited to:

- Accessing resources for effective advocacy
- Developing a plan for living independently, accessing necessary supports for continued education, achieving employment goals, and maintaining civil rights
- Encouraging participation in the legislative process
- Acquiring information to help youth and families become a voice for creating positive change

Coordinated Service Delivery:

- CILs can empower youth on how to advocate for necessary systems change at the state, local and national level and develop self-advocacy skills to overcome barriers. Young adults with disabilities utilizing CIL staff assistance may practice self-advocacy through independent living and leadership activities, peer-to-peer support, social and recreational activities, community involvement and mentoring relationships.

- The families of young adults with disabilities can also learn how to advocate and support youth enabling greater feelings of attachment, self confidence, self worth, individualism and self sufficiency.

- CILs may also work with the LEA and VR to encourage and empower youth to practice self advocacy in their IEP or 504 planning meetings or VR vocational planning meetings. Self advocacy is also used when requesting accommodations on a job or in a post-secondary education program.

On-Line Tools/Resources:

- **Advocacy 101: Missouri Planning Council for Developmental Disabilities:** http://www.mpcdd.com/page.php?contentID=32
- **PERC Self-Advocacy Checklist;** http://www.transitiontocollege.net/percpubs/perc_sd_checklist.pdf
- How To Be Your Own Advocate (pdf)
- Tips for Talking with Your Legislator (pdf)
- **Speak Out For Understanding Project;** http://speakoutforunderstanding.pbworks.com/w/page/17619161/FrontPage
- **Finding Their Voices;** http://www.gazettenet.com/2011/08/05/finding-their-voices-at-whole-children-in-hadley-teens-with-disabilities-learn-to-speak-up-for-thems
- **Self-Advocacy for Teens;** http://ezinearticles.com/?Self-Advocacy-For-Teens&id=3768933
- **Self Advocacy On Line;** http://www.selfadvocacyonline.org/

Social Responsibility and Social Skills

Snapshot:

Youth with disabilities need to develop an understanding of what it means to be socially responsible, be exposed to opportunities that will help build good character and develop appropriate social skills in various social or work environments. Training in this area may include but is not limited to:

- ❑ Bullying/bully prevention/signs of bullying
- ❑ Social skills
- ❑ Top ten cell phone manners
- ❑ Social conscience
- ❑ Appropriate behavior/personal awareness
- ❑ Anger management
- ❑ Public displays of affection
- ❑ Hygiene
- ❑ Safety

Coordinated Service Delivery:

- CILs may offer assistance in a group setting or as individualized skills training specifically designed to help young adults with disabilities learn what to do when they are faced with bullying; how to get along better with peers, co-workers, employers; and become more of an asset to the community.

- Additional opportunities in the summer and after school for youth to learn and practice appropriate social skills may be available. This type of preparation can assist in a greater likelihood of success, for a referral to VR for training or employment assistance.

- CILs, LEA's and VR can also share knowledge in what they have learned about the youth in terms of accommodations or modifications to a work or training environment that might lead to a positive employment outcome.

On-Line Tools/Resources:

- JobTIPS-Social Skills Assessments
- Social Skills (ppt) Problem Solving (ppt) Social Cliques (ppt)
- National Center on Secondary Education and Transition: Teaching Social Skills (pdf)
- Anti-Bullying (ppt)
- **Bully Prevention in Positive Behavior Support;** PBS Bully Prevention (pdf)
- **Resources for Teaching Relationship Skills to Teens**
- **h**ttp://www.buildingrelationshipskills.org

Disability History and Culture

Stephen Hopkins, a man with cerebral palsy, was one of the signers of the Declaration of Independence!

The first International Special Olympics Games were held in Chicago, Illinois in 1968!

Snapshot:

Some instruction may be designed to help youth increase their knowledge of disability history and culture. This can be particularly inspiring to young adults with disabilities and may include but is not limited to:

- Disability rights movement
- Disability law/discrimination
- Independent living movement
- Successful people with disabilities
- People first language & attitude
- Disability pride

Coordinated Service Delivery:

- CILs may offer group meetings or one-on-one skills training specifically designed to help youth become more aware of the past and present experiences of individuals with disabilities. Learning about disability history helps individuals realize that having a disability does not have to hinder quality of life.

- Some of this instruction may be incorporated with other transition curricula being taught in a special education class or in partnership with a general education teacher in a history class.

On-Line Tools/Resources:

- **Disability History Timeline, National Consortium on Leadership and Disability for Youth (NCLD);** Disability History Timeline (pdf)

- Disability History Timeline (ppt)

- **Disability History and Awareness: A Resource Guide for Missouri**
  http://dese.mo.gov/se/documents/se-admin-mo-dis-hist-aware-resguide.pdf

- **Disability Social History Project;** http://disabilityhistory.org/timeline_new.html

- Disability Rights Guide (pdf)

- Study Guide to Independent Living History & Philosophy (pdf)

- **Disability History and Disability Movement, (NCLD);** http://www.ncld-youth.info/index.php?id=01

- **Disability History: An Important Part of America's Heritage, ODEP**; http://www.dol.gov/odep/documents/Disability%20History_508%20compliant_links.pdf

Developing Leadership Skills

Young adults with disabilities who participate in youth leadership and youth development activities:

* are more likely to do well in school.

* be positive participants in community activities.

* have a more positive transition from youth to adulthood activities.

Snapshot:

A key component of successful transition planning should include opportunities for young adults with disabilities to develop leadership skills, exercise informed choice and take control of their lives. Leadership training may include but is not limited to:

- Strengthening self image and self-advocacy
- Practicing communication skills and social competencies
- Mentoring (peer, disability, group, and e-mentoring)
- Developing an awareness of community/national resources
- Building a support system from family and friends
- Participating in leadership programs geared specifically for young adults with disabilities such as **Missouri Youth Leadership Forum (MYLF)** http://www.mo.gov/disability/gcd/ylf.htm

Coordinated Service Delivery:

- Connect youth with local leadership opportunities, introduce them to successful adults with disabilities in their local communities and help foster mentoring relationships.

- LEA's and CIL's may incorporate many different approaches based upon the unique needs of the individual. One-on-one skills training or group settings may be offered to help youth develop stronger relationships and better interpersonal skills with parents, teachers and peers, which increases their ability to make more informed vocational and educational choices.

- VR counselors can also support the development of leadership skills by promoting and referring eligible youth to leadership conferences, such as MYLF, and encouraging youth to speak out during the career planning process and in the development of their individualized employment plans.

On-Line Tools/Resources:

- **Partners in Policymaking, Missouri Planning Council for Developmental Disabilities;** http://www.mpcdd.com/page.php?contentID=52
- **National Collaborative on Workforce & Disability for Youth;** http://www.ncwd-youth.info/youth-development; and NCWD/Youth Blog
- **ODEP Youth Development and Leadership;** http://www.dol.gov/odep/categories/youth/youth.htm
- **Youth Development and Leadership, National Consortium on Leadership and Disability for Youth (NCLD);** http://www.ncld-youth.info/index.php?id=01

Empowerment

Personal Assistance Services

Snapshot:

Some young adults with disabilities require personal assistance services (PAS). For these youth, another important aspect of transition planning is learning how to manage their own PAS, which may include but is not limited to information regarding:

- Activities of daily living
- Consumer-directed services
- Home health agency
- Independent living skills
- Major life activities
- Personal care assistant (PCA) or attendant
- Reasonable accommodation
- Workplace and college personal assistance services

Coordinated Service Delivery:

- CILs may offer independent living skills training specifically designed to teach young adults with disabilities how to look for qualified personal care assistants and what questions to ask in hiring an individual. This training may also include how to train assistants and manage the costs of personal assistance services. Some CILs even maintain a registry of professionals to help individuals locate potential personal care workers.

- Upon graduation or exit from high school, VR may be able to assist eligible young adults with disabilities with the cost of personal attendant care while they are successfully completing their rehabilitation plan.

On-Line Tools/Resources:

- **National Collaborative on Workforce & Disability for Youth – Making the Move to Managing Your Own Personal Assistance Services (PAS): A Toolkit for Youth with Disabilities Transitioning to Adulthood;** http://www.ncwd-youth.info/PAS-Toolkit

- **411 on Disability Disclosure & PAS Services for Youth Videos:** http://www.ncwd-youth.info/videos

- **Accommodation and Compliance Series: Personal Assistance Services (WPAS) in the Workplace, Job Accommodation Network (JAN);** http://askjan.org/media/PAS.html

- **PAS Center for Personal Assistance Services (Missouri);** http://www.pascenter.org/state_based_stats/index.php?state=missouri

- **Missouri Department of Health and Senior Services-Home and Community Based Services;** http://health.mo.gov/seniors/hcbs/info.php

Empowerment

Assistive Technology and Accommodations

Missouri Assistive Technology (MoAT) is the statewide AIM coordinator. MoAT touched the lives of 24,789 Missourians with disabilities in FY 2011.

Kids Assistive Technology and the Assistive Technology Reimbursement program can sometimes provide limited funding.

Snapshot:

Assistive devices may help young adults with disabilities increase, maintain or improve functional capabilities and independence. Devices may be as simple as a modified door handle or as sophisticated as a voice-controlled computer system.

Training will explore both low and high cost assistive technology options as well as other types of assistive technology such as prosthetic, orthotic equipment, hearing aids, wheelchairs, vehicle and home modifications.

Coordinated Service Delivery:

- LEAs, VR and CILs may offer information specifically designed to provide young adults with disabilities opportunities to explore and make informed choices regarding the use of innovative assistive technology based upon their unique needs.

- Schools can and do provide a wide variety of technology devices and accommodations, but often the technology device remains the property of the LEA. VR and CIL staff may be able to work with the LEA and the youth to explore options for continued use of the same or similar technology after graduation. Given MoAT staff's expertise and their vast selection of devices, they can also be a great resource before and after graduation.

- After graduation/exit from school, VR may be able to help evaluate or assist with the cost of a variety of assistive technology services, devices and equipment for eligible young adults with disabilities who are receiving VR services.

- CILs may also provide a number of assistive technology services, devices and equipment for young adults with disabilities to assist them in becoming more independent in their homes and communities. For young adults with disabilities who plan to attend post-secondary education settings, CILs may be able to assist them in learning more about Accessible Instructional Materials in Postsecondary Education (AIM Commission). http://aim.cast.org/learn/accessiblemedia/allaboutaim

On-Line Tools/Resources:

- **Missouri Assistive Technology;** http://www.at.mo.gov**; Kids Assistive Technology;** www.at.mo.gov/kat.html
- **State of Missouri Disability Portal – Governor's Council on Disability;** http://www.mo.gov/disability/AT.htm
- **Job Accommodation Network;** http://askjan.org/**; Accommodation Information by Disability;** http://askjan.org/indiv/index.htm#job
- **Pepnet;** http://www.pepnet.org/resources.asp

Social Security Benefits and Going to Work

Snapshots:

- Youth will develop a basic understanding of their Social Security Disability Benefits (SSI & SSDI) and learn more about:
  - How income from a job will impact their SSI & SSDI benefits and medical coverage
  - What happens when they turn 18?
  - How to maximize their benefits when going to work
  - What is a Ticket to Work (TTW), and how to use it?
  - Where to find a "Community Work Incentive Coordinator" (CWIC)

Coordinated Service Delivery:

- LEAs are encouraged to refer young adults with disabilities and their families to VR or CILs to obtain initial information regarding how social security disability benefits may be affected by various employment options.

- CILs may offer information or bring in experts to provide young adults with disabilities assistance in determining the impact of employment on their social security benefits.

- CILs may also seek the assistance of the VR counselor and/or local CWIC to ensure youth and families receive the most accurate information possible regarding TTW, Medicaid, Earned Income Exclusion, IRWE Calculations and PASS Calculations.

On-Line Tools/Resources:

- **Work Incentives Planning and Assistance Project Fact Sheet;** http://www.socialsecurity.gov/work/wipafactsheet.html

- **Social Security Work Incentives;** http://dps.missouri.edu/resources/ssawork/default.html; http://www.socialsecurity.gov/disabilityresearch/workincentives.htm;

- **Redbook;** http://www.ssa.gov/redbook/

- **Going to Work: A Guide to Social Security Benefits and Employment for Young People with Disabilities;** http://www.communityinclusion.org/pdf/GTW2011_F.pdf http://www.communityinclusion.org/pdf/GTWSuplmnt_2012.pdf

  SSA Ticket to Work; http://www.chooseworkttw.net/

Effective Communication

Snapshot:

Learning how to communicate effectively with teachers, employers, co-workers and peers is an essential part of transition planning and is often cited by employers as one of the top four shortcomings of applicants.

Training in this area will include opportunities for young adults with disabilities to practice effective communication skills and may also explore the use of assistive technology to enhance communication with others in a job or training program.

Coordinated Service Delivery:

- Opportunities for training specifically designed to provide young adults with disabilities the opportunity to practice effective communication skills may be provided. Youth may be exposed to scenarios in a variety of work, school and home settings and allowed to role-play different points of assertive communication skills.

- For some youth with disabilities, the use of assistive technology devices may also be explored as a key factor in learning how to communicate effectively. CILs or LEAs may provide information regarding a youth's current use of equipment to determine whether or not it must remain at the school. Some CILs have assistive technology "showrooms" or equipment on site for youth to explore. MoAT maintains a larger selection of communication devices and can assist in evaluation and exploration.

- CILs may contact VR to determine if an assistive technology assessment might be appropriate to improve a youth's ability to effectively communicate in the workplace or training program.

On-Line Tools/Resources:

- Nine Points of Assertive Communication (ppt)
- **Effective Communication: Faculty and Students with Disabilities;** http://www.washington.edu/doit/Brochures/Academics/effective.html
- **Effective Communication Strategies for the Disabled;** http://www.ehow.co.uk/list_7810255_effective-communication-strategies-disabled.html
- **Communication Services and Supports for Individuals With Severe Disabilities: FAQs;** http://www.asha.org/NJC/faqs-disabilities.htm
- **How to Communicate With Students With Disabilities;** http://www.ehow.com/how_8397867_communicate-students-disabilities.html
- **PEPNet.org (deaf/hard of hearing);** http://www.pepnet.org/
- http://resources.pepnet.org/files/122_2009_8_14_15_57_PM.pdf

Soft Skills

Key aspects of successful employment include the following soft skills:

Safety

Courtesy

Honesty

Reliability

Flexibility

Team Skills

Eye Contact

Communication Skills

Snapshot:

- Transition planning can be a great opportunity for young adults with disabilities to learn and practice appropriate "soft skills." Training may include but is not limited to giving youth job tips and helping improve their soft skills through education and continued real-world opportunities to practice these skills.

Coordinated Service Delivery:

- CIL staff may be able to enhance LEA soft skills training by providing more intensive one-on-one instruction and time outside of the school setting to practice these skills. The intent is for young adults with disabilities to gain a better understanding of what is meant by "soft skills" and how they play a key role in successful competitive employment.

- A CIL workshop or one-on-one skills training may address:
    - Appropriate behavior and timeliness
    - Appropriate dress, appearance and personal hygiene
    - Interpersonal skills (respect for and getting along with co-workers and/or supervisors)
    - Appropriate communication (oral and written)
    - Taking on responsibility, teamwork and collaboration skills
    - Critical thinking or problem solving skills
    - Professionalism or work ethic

- The opportunity to practice soft skills may include hands-on or group activities such as "Mirror, would you hire me?" or the creation of a five minute commercial in which youth advertise themselves.

- CILs may be able to work with youth individually on soft skill areas that have already been identified by LEA or VR staff as barriers to obtaining competitive, integrated employment or successfully completing a post-secondary training program.

- CILs may also actively involve the VR counselor by inviting them to participate in group activities such as role-playing with the youth, acting as the prospective employer, etc.

On-Line Tools/Resources:

- **Essential Skills to Getting a Job;**
  http://www.dol.gov/odep/documents/essential_job_skills.pdf

- **Soft Skills Business Partnerships = Successful Employment Outcomes for Students with Disabilities** Soft Skills (ppt)

- **Teaching Soft Skills through Workplace Simulations in Classroom Settings and Soft Skills/The Competitive Edge-ODEP;**
  http://www.dol.gov/odep/pubs/fact/softskills.htm;
  http://www.dol.gov/odep/documents/TeachingSoftSkills.pdf

- **What Are the Top Soft Skills?;**
  http://www.ehow.com/info_8300130_top-soft-skills.html

- **Soft Skills to Pay the Bills: Mastering Soft skills for Workplace Success**
  http://www.dol.gov/odep/topics/youth/softskills/

Employment/Training

Job Search, Applications and Interviews

Snapshots:

Young adults with disabilities face many challenges in finding a job. Determining what to do, where to begin and how to prepare for the application and interview process can be barriers to employment. Training in these areas may include but is not limited to:

- Targeting appropriate job goals
- Organizing a job search/utilizing job search resources
- Preparing applications, resumes, and cover letters
- Reviewing tips for getting a job
- Dressing for success/interviews and follow up

Coordinated Service Delivery:

- Skills training may be designed by CIL staff in coordination with VR and/or the LEA to help young adults with disabilities develop job seeking skills and prepare for the workforce and educate youth on job-seeking skills. This training may also challenge them to identify job interests and begin to develop their career paths.

- In some instructional locations, youth will have the opportunity to explore careers, research job leads, network, learn how to arrange their own job shadowing opportunities and brainstorm creative ideas for career planning. Other locations may assist youth in practicing how to complete job applications or prepare for a successful interview.

- VR can also take the lead in helping eligible youth with job search and career exploration activities. VR counselors may work directly with youth practicing interviewing skills and helping with resumes or may connect youth to local CRPs for more time-intensive service provision during the job development process.

On-Line Tools/Resources:

- Who Wants to Be? (ppt)
- **Missouri Connections;** www.missouriconnections.org
- Tips for Getting a Job (ppt)
- No Brainers for Job Interviews (pdf)
- **EEOC – Job Applicants and the ADA;** http://www.eeoc.gov/facts/jobapplicant.html
- **JobTIPS;** http://www.do2learn.com/JobTIPS/index.html
- Paving the Way (ppt)
- **Partners in Employment ;** http://www.partnersinpolicymaking.com/employment-ez/

Disclosure

Snapshot:

- Young adults with disabilities need to understand their disability, the need for accommodations and how/when to disclose their disability in an employment or post-secondary education setting. Topics may include but are not limited to:
  - ○ Discussing the appropriateness of disclosing their disability in some situations and not others
  - ○ Evaluating the pros and cons with youth who are considering disclosure
  - ○ Encouraging youth to practice effective communication of their disability, needs, skills, and abilities

Coordinated Service Delivery:

- VR and CILs may want to coordinate education and training to youth/families regarding disclosure. Some CIL staff have experience in this area and can assist youth in learning more about their disability and how it may impact their ability to learn and perform effectively in a job or training program.

- CILs may be able to advise young adults with disabilities on many aspects of disclosure as it relates to ADA, the advantages and disadvantages of disclosure, and may be able to assist youth in determining when to disclose, and what, if anything, they want to reveal about their disability as it relates to the workplace or in a training program.

- The sharing of information and training between CILs and local CRPs for VR-eligible youth is very important to ensure consistent information and guidance is being communicated.

- VR counselors will also provide guidance and assist eligible youth who are pursuing post-secondary training opportunities in getting connected with campus disability support services so they can properly disclose their disability in order to request accommodations.

On-Line Tools/Resources:

- **JobTIPS – Disclosure of Your Diagnosis;** http://www.do2learn.com/JobTIPS/GettingAJob/DisclosureOfYourDiagnosis/Overview.html

- **Advising Youth with Disabilities on Disclosure: Tips for Service Providers –** http://www.dol.gov/odep/pubs/fact/advising.htm

- **National Collaborative on Workforce and Disability(NCWD) For Youth: The 411 on Disability Disclosure: A Workbook for Youth with Disabilities"-** http://www.ncwd-youth.info/411-on-disability-disclosure

- **411 on Disability Disclosure & PAS Services for Youth Videos:** http://www.ncwd-youth.info/videos

- **The Why, When, What, and How of Disclosure in an Academic Setting After High School -** www.dol.gov/odep/pubs/fact/wwwh.htm

- **Employers' Practical Guide to Reasonable Accommodation Under the Americans with Disabilities Act (ADA) and SOAR;** http://askjan.org/Erguide/index.htm; http://askjan.org/soar/index.htm

Employment/Training

Employment

Snapshot:

Successful employment plays a key role in greater independence and feelings of self-worth for young adults with disabilities. Training will focus on assisting young adults with disabilities to become qualified job candidates and successful employees in integrated, meaningful, competitive employment job settings.

Competitive employment options youth may explore will include but are not limited to:

- Targeting appropriate job goals
- On-the-job training
- Internships
- Apprenticeships
- Supported employment/job coaching
- Customized employment
- Microenterprises
- Self-employment

Coordinated Service Delivery:

- Transition planning in this area will build upon work experiences provided through the LEA, and can involve exploring the wide range of competitive employment options available. This type of planning may connect youth to community and adult service agencies that have developed strong business relationships with employers and may be able to assist them in finding a job/career.

- When it comes to competitive employment, the VR counselor will often take the lead role in service delivery for eligible young adults with disabilities as they near graduation/exit from high school. VR may provide job placement assistance directly and/or contract with local CRPs to provide eligible youth with job development and/or job placement activities.

- CILs may sometimes play a vital role in helping young adults with disabilities find the right job match or career fit given their disability/skills and by educating local businesses regarding ADA issues and/or the benefit of hiring young adults with disabilities. CILs, LEAs or VR may collaborate to offer guidance to help youth learn how to network with families and friends to find a job, and equally important, how to keep it.
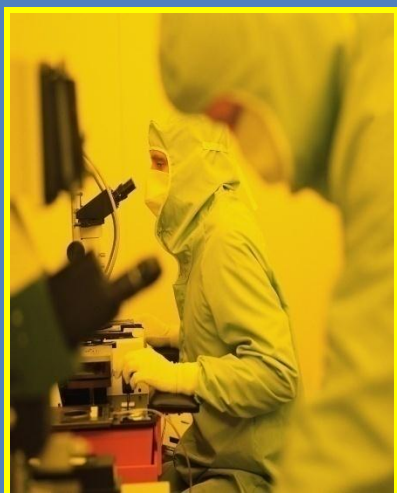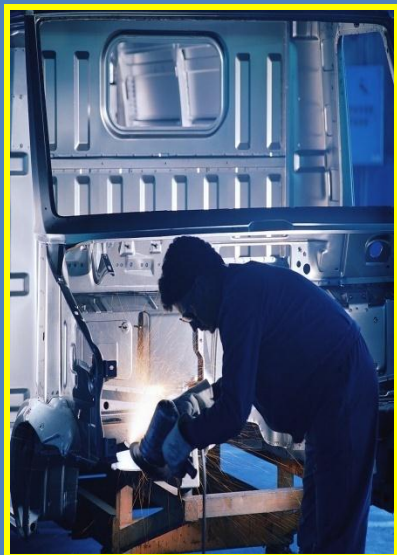
On-Line Tools/Resources:

Empower Missouri – People with Disabilities: An Untapped Business Resource; http://www.empowermotraining.org/

O*Net On-Line; http://www.onetonline.org/

ODEP Youth Apprenticeship Programs-Toolkit

Employment

On-Line Tools/Resources (continued):

Transcen - Customized Employment;
http://www.transcen.org/index.php?option=com_content&view=article&id=122&Itemid=96

Job TIPS – Keeping a Job;
http://www.do2learn.com/JobTIPS/KeepingAJob/Overview.html;

Enough with the Employer Awareness Already!;
http://www.transcen.org/images/stories/TransCen/publications/PDFs/apseconxnnov10.pdf

Transcen-The Art of Possibility Seamless Transition from School to Work and Adult Life (Voice Article):
http://www.transcen.org/images/stories/TransCen/publications/PDFs/rlvoicearticle.pdf

Essential Tools-Employer perspectives on Youth with Disabilities in the Workplace; http://www.transitiontocollege.org/

❑ GettingHired.com is the place where people with disabilities seeking employment, employers committed to hiring people with disabilities, service providers, college disability and career services departments, and disability advocacy groups connect. Click on www.gettinghired.com to learn more.

❑ Hire Disability Solutions provides comprehensive career services to facilitate employment for people with disabilities, veterans, their family members, and others who face challenges in their lives.

❑ Since 1995, ABILITY Jobs has helped 100's of thousands of job seekers with disabilities in their employment search. With the first stand-alone resume bank, employers can actively seek talented people with disabilities looking for work.

Missouri Career Tool Exploration, MERIC;
http://www.missourieconomy.org/occupations/occ_proj.stm
Missouri Career Source; https://jobs.mo.gov

Post-Secondary Education and/or Training

Snapshot:

Access to and participation in post-secondary education or training programs often plays a key role in achieving successful employment outcomes for young adults with disabilities. Post-secondary education opportunities are also growing and expanding for young adults with significant disabilities. Training may include but is not limited to:

- Exploring various post-secondary education/training options and identifying the best "fit":
  - Non-degree vs. degree seeking (non-credit vs. credit hours)
  - Certificate vs. degree programs
  - Vocational training vs. college training programs
- Exercising self-advocacy and understanding your rights
- Developing/utilizing problem solving skills/learning when to ask for help
- Exploring accommodations and how they can impact learning
- Exploring the differences between high school and college
- Identifying supports and services in a post-secondary education setting

## Coordinated Service Delivery:

- Although it is the responsibility of the LEA to prepare young adults with disabilities for post-secondary training or education by setting high expectations and ensuring they take the right classes, VR and CILs may also assist with access to and successful participation in a post-secondary education setting.

- Through guidance and counseling, VR may identify and refer eligible youth who are planning on participating in a college or training program after high school but could benefit from more intensive instruction and supports to a local CIL. The CIL may offer one-on-one skills training designed to help young adults with disabilities utilize/access other resources and supports available in the educational system and within the community.

On-Line Tools/Resources:

- Post-Secondary Education Success Exiting Community (pdf)
- **Think College;** http://www.thinkcollege.net/for-students
- **Transition To College;** http://www.transitiontocollege.org/
- **Missouri Association on Higher Education and Disability (MOAHEAD);** http://www.moahead.org
- **Going to College;** http://www.going-to-college.org/
- **PepNet College Guide;** http://projects.pepnet.org/
- **Project Thrive;** http://www.ucmo.edu/thrive/
- **Institute for Community Inclusion;** http://www.communityinclusion.org/article.php?article_id=178

Approximately 1 out of every 6 Americans lives with a disability.
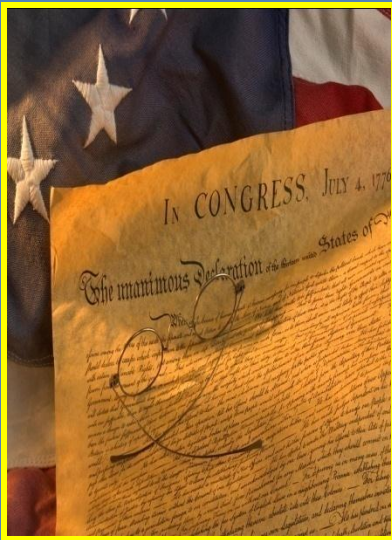
A Little Bit of History

❑ **Individuals With Disabilities Education Act (IDEA)**

In 1990, the "Education of the Handicapped Act" was revised and extended as the "Individuals with Disabilities Education Act" (IDEA). This new name reflects the law's focus that those individuals with disabilities are people first, not a diagnosis or a characteristic.

The IDEA requires schools to provide transition services for a child with disabilities. Transition services are defined as a "coordinated set of activities for a child with a disability, designed within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-secondary activities."

❑ **The Workforce Investment Act of 1998/Title I – Vocational Rehabilitation**

The Workforce Investment Act (WIA) provides increased flexibility for state and local officials to establish broad-based labor market systems using federal job training funds for adults, dislocated workers and youth. The law mandates coordination among a range of federal job training programs, including the Employment Service, adult education and literacy programs, welfare-to-work, vocational education, and vocational rehabilitation.

The State Vocational Rehabilitation Services Program (VR) is authorized by Title I of the Rehabilitation Act of 1973, as amended, to provide support in operating a comprehensive, coordinated and accountable program for statewide workforce investment system. This system is designed to assess, develop and provide vocational rehabilitation services for individuals with disabilities to prepare for and engage in gainful employment which are consistent with their strengths, priorities, capabilities, interests and informed choice.

❑ **Section 504 of The Rehabilitation Act Of 1973**

This is a civil rights law passed by the federal government to ensure equal access to programs and services by individuals with disabilities. The Rehabilitation Act is a forerunner to the Americans with Disabilities Act and contains many of the same requirements. For the purposes of Section 504, one is disabled if one has a physical or mental disability which substantially limits a major life activity. School districts and employers must comply with the Rehabilitation Act if they are recipients of federal money. The law is most useful to those who, by reason of their disability, have difficulty accessing education or employment as it is traditionally offered to those who are non-disabled. (This law can provide for appropriate adaptations and modifications for students in college.) Section 504 of the Rehabilitation Act is enforced by the Office for Civil Rights.

A little Bit of History

- **Americans With Disabilities Act (ADA)** http://www.ada.gov/
  - On July 26, 1990, President Bush signed into law the Americans with Disabilities Act (ADA) calling it the "world's first comprehensive declaration of equality for people with disabilities."
  - When fully in force, employers with 15 or more employees may not discriminate against qualified individuals with disabilities. Employers must provide reasonable accommodations for their employees with disabilities, unless undue hardship would result.
    - The ADA requires equal access for people with disabilities to communications, public transportation and buildings that are used by the general public such as hotels, restaurants, retail stores, and doctor's offices.
    - These three laws really expand the world for persons with disabilities. Students with disabilities must receive a results-oriented education and transition planning to help them use that education in the real world.
    - Employers may not discriminate, so many are learning to use job coaches and job adaptations to aid persons with disabilities to become successful workers.
    - Housing and transportation must be accessible for all people with disabilities. The chance to live, work and play in the same places as non-disabled individuals in the community (with their family and friends) is the promise these laws bring to all persons with disabilities.

- On September 25, 2008, President Bush signed into law The Americans with Disabilities Act Amendments Act of 2008 (ADAAA). The legislation expanded the definition of disability to make it easier for an individual seeking protection under the ADA to establish that they have a disability within the meaning of the ADA. While the legislation (S.3406) maintains the definition of a disability as one involving a physical or mental impairment that substantially limits one or more major life activities, it makes changes to the meaning of major life activity under that definition.

- Revised ADA Requirements: Title II and Title III: New Construction and Alterations; Title II Program Accessibility; and Title III: Readily Achievable Barrier Removal; http://www.ada.gov/revised_effective_dates-2010.htm

- Disability History and Awareness Month (HB 555) http://dese.mo.gov/se/se-ls09.08.11-2.htm

VR District Offices

- **Cape Girardeau VR**
  3102 Blattner Drive, Ste 103
  P.O. Box 1087
  Cape Girardeau, MO 63702-1087
  Phone: (573) 290-5788
  Fax: (573) 290-5921
  Toll free: (877) 702-9883
  TTY: (573) 290-5385

- **Chillicothe VR**
  603 W. Mohawk Road
  Chillicothe, MO 64601-3919
  Phone: (660) 646-1542
  Fax: (660) 646-9741
  Toll free: (866) 572-4049

- **Columbia VR**
  1500 Vandiver Drive, Ste 111
  Columbia, MO 65202-1563
  Phone: (573) 882-9110
  Fax: (573) 884-5250
  Toll free: (877) 222-8961
  TTY: (573) 882-9117

- **Farmington VR**
  901 Progress Dr, Ste 100
  P.O. Box 230 (63640-0230)
  Farmington, MO 63640-9157
  Phone: (573) 218-6100
  Fax: (573) 218-6107
  Toll free: (800) 640-7110
  TTY: (573) 218-6119

- **Hannibal VR**
  112 Jaycee Drive
  Hannibal, MO 63401-2275
  Phone: (573) 248-2410
  Fax: (573) 248-2409
  Toll free: (877) 222-8960

- **Jefferson City VR**
  1500A Southridge Dr Ste 200
  Jefferson City, MO 65109-1135
  Phone: (573) 751-2343
  Fax: (573) 526-4474

- **Joplin VR**
  801 E. 15th Street
  Joplin, MO 64804-0922
  Phone: (417) 629-3067
  Fax: (417) 629-3148
  Toll free: (877) 222-8964

- **Kansas City Downtown VR**
  615 E. 13th Street, Room G-3
  Kansas City, MO 64106-2870
  Phone: (816) 889-2581
  Fax: (816) 889-2586

- **Kansas City East VR**
  243 N.W. Executive Way
  Lee's Summit, MO 64063
  Phone: (816) 622-0600
  Fax: (816) 622-0610

- **Kansas City North VR**
  310 N.W. Englewood Road, Ste 300
  Gladstone, MO 64118-0040
  Phone: (816) 467-7900
  Fax: (816) 467-7924
  Toll free: (877) 270-0198
  TTY: (877) 270-0201

VR District Offices

Kansas City Transition VR
243 N.W. Executive Way
Lee's Summit, MO 64063
Phone: (816) 251-0611
Fax: (816) 622-0618
Toll Free: (866) 831-1363

Kirksville VR
1612 Osteopathy Ste B
Kirksville, MO 63501-3581
Phone: (660) 785-2550
Fax: (660) 785-2552
Toll free: (877) 222-8962

Nevada VR
621 E. Highland, Ste 2
Nevada, MO 64772-3971
Phone: (417) 448-1332
Fax: (417) 448-1351
Toll free: (800) 598-3471

Poplar Bluff VR
1903 Northwood Drive, Ste 3
Poplar Bluff, MO 63901
Phone: (573) 840-9550
Fax: (573) 840-9551
Toll free: (800) 281-9894

Rolla VR
1101 W. Kingshighway
P.O. Box 550 (65402-0550)
Rolla, MO 65401-0550
Phone: (573) 368-2266
Fax: (573) 368-2382
Toll free: (800) 890-2867

Sedalia VR
2115 W. Broadway
Sedalia, MO 65301-2114
Phone: (660) 530-5560
Fax: (660) 530-5567
Toll free: (800) 924-0419

Springfield North VR
613 E. Kearney
Springfield, MO 65803
Phone: (417) 895-5863
Fax: (417) 895-5869
Toll free: (877) 222-8965
TTY: (417) 895-7934

Springfield South VR
1735 W. Catalpa, Ste C
Springfield, MO 65807
Phone: (417) 895-5720
Fax: (417) 895-5725
Toll free: (877) 222-8967

St. Charles VR
3737 Harry S. Truman Blvd., Ste 400
St. Charles, MO 63301-4052
Phone: (636) 940-3300
Fax: (636) 940-3313

St. Joseph VR
525 Jules, Room 201
State Office Building
St. Joseph, MO 64501-1990
Phone: (816) 387-2280
Fax: (816) 387-2089
Toll Free: (877) 702-9876

VR District Offices

- **St. Louis Downtown VR**
  220 S Jefferson St, Ste 110
  St. Louis, MO 63103
  Phone: (314) 877-2940
  Fax: (314) 877-2959

- **St. Louis North VR**
  4040 Seven Hills Road, Ste 257
  Florissant, MO 63033
  Phone: (314) 877-3200
  Fax: (314) 877-3201

- **St. Louis South VR**
  3248 Laclede Station Rd
  St. Louis, MO 63143
  Phone: (314) 877-1900
  Fax: (314) 877-1920
  Toll Free: (877) 222-8968

- **St. Louis West VR**
  9900 Page Ave Ste 104
  St. Louis, MO 63132
  Phone: (314) 587-4877
  Fax: (314) 877-1530
  TTY: (314) 877-1524

- **West Plains VR**
  3417 Division Drive, Ste 2
  West Plains, MO 65775
  Phone: (417) 256-8294
  Fax: (417) 256-8479
  Toll free: (877) 222-8959

- **Central Office VR**
  3024 Dupont Circle
  Jefferson City, MO 65109
  Phone: (573) 751-3251
  Fax: (573) 751-1441
  Toll free: (877) 222-8963
  TTY: (573) 751-0881
  Assistant Commissioner
  Email: info@vr.dese.mo.gov
  Ph: 573-751-3251; Toll Free: 1-877-222-8963
  Fax: 573-751-1441; TDD 573-751-0881

- Regional Director Development, Evaluation and Transition
  801 E 15th St
  Joplin, MO 64804
  Phone: (417) 629-3436
  Fax: (417) 629-3148
  Toll Free: (877) 222-8964

- Assistant Director, Transition
  3024 Dupont Circle
  Jefferson City, MO 65109
  Phone: (573) 751-3251
  Fax: (573) 751-1441

- Director, Independent Living
  3102 Blattner Drive, Ste 103
  P.O. Box 1087
  Cape Girardeau, MO 63702-1087
  Phone: (573) 290-5788
  Fax: (573) 290-5921
  Toll free: (877) 702-9883

Centers for Independent Living

Access II Independent Living Center (Access II)
101 Industrial Parkway, Gallatin, MO 64640
Voice: (660) 663-2423, TTY: (660) 663-2663, Fax: (660) 663-2517
Email: access@accessii.org, Web site: www.accessii.org
Serves: Caldwell, Carroll, Davis, Grundy, Harrison, Livingston, Mercer, Ray

Access II Branch Office
607 W Business Hwy 36, PO Box 437
Chillicothe, MO 64601
Voice: (660) 646-6001, Fax: (660) 646-6002

Bootheel Area Independent Living Center (BAILS)
PO Box 326, Kennett, MO 63857
Voice: (573) 888-0002, TTY: (573) 888-0002, Toll Free: (888) 449-0949, Fax: (573) 888-0708
Email: tshaw@bails.org Web site: www.bails.org
Serves: Dunklin, New Madrid, Pemiscot, Stoddard

Delta Center for Independent Living (DCIL)
Weldon Springs Professional Bldg, 5933 Hwy 94 South Ste 107, St. Charles, MO 63304
Voice: (636) 926-8761, TTY: (636) 926-8761, Toll Free: (866) 727-3245, Fax: (636) 447-0341
Email: info@dcil.org, Web site: www.dcil.org
Serves: St. Charles, Lincoln, Warren

Disabled Citizen Alliance for Independence (DCAI)
#8 Missouri Ave, PO Box 675, Viburnum, MO 65566
Voice: (573) 244-5402, TTY: (573) 244-3315,
Fax: (573) 244-5609
Email: dcitizen@misn.com, Web site:
http://disabledcitizensalliance.org/default.html
Serves: Iron, Crawford, Dent, Reynolds, Washington

Disability Resource Association (DRA)
130 Brandon Wallace Way, Festus, MO 63028
Voice: (636) 931-7696, TTY: (636) 937-9016, Fax: (636) 931-4863
Email: dra@disabilityresourceassociation.org, Web site: www.disabilityresourceassociation.org
Serves: Jefferson

Heartland Independent Living Center (HILC)
1010 Hwy 28 W, Owensville, MO 65066
Voice: (573) 437-5100, Fax: (573) 437-5111, Toll Free: (866) 322-3224
Email: hilc@heartlandilc.org Web site:
www.heartlandilc.org

Serves: Franklin, Gasconade, Maries

HILC Branch Office
104 S McKinley Ste A, Union, MO 63084
Voice: (636) 583-7977, Toll Free: (877) 553-5215, Fax: (636) 583-7940
Serves: Franklin

Independent Living Center of Southeast MO (ILCSEMO)
511 Cedar St, Poplar Bluff, MO 63901
Voice: (573) 686-2333, TTY: (573) 776-1178, Toll Free: (888) 890-2333 Fax: (573) 686-0733
Email: info@ilcsemo.org , Web Site: www.ilcsemo.org
Serves: Butler, Carter, Ripley, Wayne

Independent Living Resource Center (ILRC)
1760 Southridge Dr, PO Box 6787, Jefferson City, MO 65102-6787
Voice: (573) 556-0400, TTY: (573) 634-3876, Toll Free: (877) 627-0400 Fax: (573) 556-0402
Email: admin@ilrcjcmo.org, Web site: www.ilrcjcmo.org
Serves: Camden, Cole, Miller, Moniteau, Morgan, Osage, Callaway (Holts Summit only)

ILRC Branch Office
PO Box 3499, 920-R N Business Rt 5, Camdenton, MO 65020
Voice: (573) 317-9011, Toll Free: (877) 317-9011, Fax: (573) 317-9013

Living Independently for Everyone (LIFE)
725 E Karsch, PO Box 967, Farmington, MO 63640
Voice: (573) 756-4314, TTY: (573) 760-1402, Toll Free: (800) 596-7273 Fax: (573) 756-3507
Email: lifecenter@lifecilmo.org, Web site:
www.lifecilmo.org
Serves: Madison, St. Francois & Ste. Genevieve

Centers for Independent Living

- **Midland Empire Resources for Independent Living (MERIL)**
  4420 S 40th St, St. Joseph, MO 64503
  Voice: (816) 279-8558, TTY: (816) 279-4943, Toll Free: (800) MERIL4U, Fax: (816) 279-1550
  Email: meril@meril.org, Web Site: www.meril.org, Video Phone (866) 954-3461
  Serves: Andrew, Atchison, Buchanan, Clinton, DeKalb, Gentry, Holt, Nodaway, Worth

- **MERIL Branch Office**
  2613 S Main, Maryville, MO 64468
  Voice: (660) 562-1441, Fax: (660) 562-1665, Toll Free: (800) MERIL4U

- **North East Independent Living Services (NEILS)**
  909 Broadway Ste 350, Hannibal, MO 63401
  Voice: (573) 221-8282, TTY: (573) 221-8282, Toll Free: (877) 713-7900 Fax: (573) 221-9445
  Email: neils@neilscenter.org, Web site: www.neilscenter.org
  Serves: Clark, Lewis, Marion, Monroe, Pike, Ralls

- **Ozark Independent Living (OIL)**
  109 Aid Avenue, West Plains, MO 65775
  Voice: (417) 257-0038, Toll Free: (888) 440-7500, Fax: (417) 257-2380
  Email: ozark@townsqr.com, Web Site: ozarkcil.com
  Serves: Douglas, Howell, Oregon, Ozark, Shannon, Texas, Wright

- **On My Own, Inc. (OMO)**
  428 E Highland Ave., Nevada, MO 64772
  Voice: (417) 667-7007, Fax: (417) 667-6262, Toll Free: (800) 362-8852
  Email: onmyowngundy@sofnet.com Web site: www.omoinc.org

  Serves: Vernon, Bates, Cedar, St. Clair, Hickory

- **OMO Branch Office**
  1301 DeLaPorte, PO Box 211, Collins, MO 64738
  Voice: (417) 275-1115; Toll Free: (877) 275-2815, Fax: (417) 275-1113

- **Paraquad, Inc. (Paraquad)**
  5240 Oakland Ave, St. Louis, MO 63110
  Voice: (314) 289-4200, TTY: (314) 289-4252, Fax: (314) 289-4201
  Email: paraquad@paraquad.org, Web Site: www.paraquad.org
  Serves: St. Louis, St. Louis County

- **Rural Advocates for Independent Living (RAIL)**
  1100 S Jamison St, Kirksville, MO 63501
  Voice: (660) 627-7245, TTY: (660) 627-0525, Toll Free: (888) 295-6461 Fax: (660) 665-9849
  Email: center@cableone.net, Web Site: www.ruraladvocatesforindependentliving.org/
  Serves: Adair, Knox, Putnam, Schuyler, Scotland, Sullivan

- **RAIL Branch Office**
  203 E 2nd St, Macon, MO 63552
  Voice: (660) 385-6789, Fax: (660) 385-6410, Toll Free: (877) 684-4542
  Serves: Chariton, Linn, Macon, Shelby

- **SEMO Alliance for Disability Independence (SADI)**
  1913 Rusmar Ave, Cape Girardeau, MO 63703
  Voice: (573) 651-6464, TTY: (573) 651-6464, Toll Free: (800) 898-7234, Fax: (573) 651-6565
  Email: miki@sadi.org, Web Site: www.sadi.org
  Serves: Bollinger, Cape Girardeau, Mississippi, Perry, Scott

- **SADI Branch Office**
  801 E Marshall, Charleston, MO 63834
  Voice: (573) 683-6464; Fax: (573) 683-6565

- **SW Center for Independent Living (SCIL)**
  2864 S Nettleton Ave, Springfield, MO 65807
  Gary Maddox, Executive Director
  Voice: (417) 886-1188, TTY: (417) 886-1188, Toll Free: (800) 676-7245, Fax: (417) 886-3619
  Email: scil@swcil.org, Website: www.swcil.org
  Serves: Christian, Dallas, Greene, Lawrence, Polk, Stone, Taney, Webster

Centers for Independent Living

- **SCIL Branch Office**
  107 N Veterans Blvd Ste 400, Branson, MO 65616
  Voice: (417) 886-1188; Fax: (417) 239-2735

- **Services for Independent Living (SIL)**
  1401 Hathman Place, Columbia, MO 65201
  Voice: (573) 874-1646, TTY: (573) 874-4121,
  Fax: (573) 874-3564, Toll Free: (800) 766-1968
  Email: sil@silcolumbia.org, Web Site:
  www.silcolumbia.org
  Serves: Audrain, Boone, Callaway, Cooper,
  Howard, Montgomery, Randolph

- SIL Branch Office
  1212 W Hwy 24, Moberly, MO 66270
  Voice: (660) 269-8173, Fax: (660) 269-8996

- SIL Branch Office
  508 Muldrow St, Mexico, MO 65265
  Voice: (573) 581-1949, Fax: (573) 581-1744

- **Tri-County Center for Independent Living (TCIL)**
  1420 Hwy 72 E, Rolla, MO 65401
  Voice: (573) 368-5933, TTY: (573) 368-5933,
  Fax: (573) 368-5991
  Email: vevans@fidnet.com, Web Site:
  www.tricountycenter.com
  Serves: Laclede, Phelps, Pulaski

- **The Independent Living Center, Inc. (TILC)**
  2639 East 34th St, Joplin, MO 64804
  Voice: (417) 659-8086, Toll Free: (800) 346-8951,
  TTY: (417) 659-8702, Toll Free: (877) 307-8702,
  Fax: (417) 659-8087
  Email: jflowers@ilcenter.org, Web
  Site: ilcenter.org
  Serves: Barry, Barton, Dade, Jasper, McDonald,
  Newton

- **The Whole Person, Inc. (TWP)**
  3710 Main St, Kansas City, MO 64111
  Voice: (816) 561-0304, TTY: (816) 627-2201, Toll
  Free: (800) 878-3037, Fax: (816) 753-8163
  Email: info@thewholeperson.org, Web
  site: www.thewholeperson.org
  Serves: Cass, Clay, Jackson, Platte

- **West-Central Independent Living Services (WILS)**
  610 N Ridgeview Ste B, Warrensburg, MO 64093
  Voice: (660) 422-7883, TTY: (660) 422-7894, Toll
  Free: (800) 236-5175, Fax: (660) 422-7895
  Email: wils@iland.net, Web Site: www.w-ils.org
  Serves: Benton, Henry, Johnson, Lafayette, Pettis,
  Saline

- **WILS Branch Office**
  1800-A W Main St, Sedalia, MO 65301
  Voice: (660) 829-1980, Toll Free: (866) 558-5588,
  Fax: (660) 829-2353

- **WILS Branch Office**
  821 Business Hwy 13 S, Lexington, MO 64067
  Voice: (660) 259-3060, Toll Free: (877) 234-0655,
  Fax: (660) 259-3320

- **WILS Branch Office**
  225 W. Main St. Warsaw, MO 65355
  Voice: (660) 223-0001, Fax: (660) 438-0013

- **To Find the Center for Independent Living closest to you please call toll free 1-(888) 667-2117.**

Additional Resources

- **A Roadmap to the Future-Transitioning into Adulthood with ASD**
  http://asdtransition.missouri.edu/index.html

- **America's Career Resource Network (ACRN)**
  www.acrnetwork.org

- **Assistive Technology In the Workplace**
  http://atconnects.com/resources/at-for-employers

- **CESA #2 Innovation, Collaboration, Service**
  http://www.cesa2.k12.wi.us/programs/transition/tanresources.cfm

- **CSAVR-The National Employment Team (The NET)**
  http://www.rehabnetwork.org/busrel

- **Disability Gov: Connecting the Disability Community to Information & Opportunities**
  https://www.disability.gov/employment/

- **Disability.gov https://www.disability.gov/**

- **Disability Resources on the Internet**
  http://www.disabilityresources.org/

- **Division of Workforce Development Career Centers** http://www.workforce.mo.gov

- **Independent Living Research Utilization**
  http://www.ilru.org

- **Institute for Community Inclusion: Promoting the inclusion of people with disabilities**
  http://www.communityinclusion.org/

- **Kids Assistive Technology**
  http://www.at.mo.gov/kat.html

- *Life After High School Transition Tool Kit: Strategies, Tools & Resources for Families of Youth with Disabilities To Assist in Creating Successful Transition Plan*
  http://www.nhspecialed.org/documents/Transition_Tool_Kit_w_IEP.pdf

- **Missouri AHEAD**
  http://www.moahead.org/

- **Missouri Assistive Technology**
  http://www.at.mo.gov

- ***Missouri Connections**
  http://www.missouriconnections.org/index_cluster.aspx?FileID=KJ – **Click on link, select Browse Missouri Connections** and then click on either "Keep That Job", "Occupations", "Self-Employment", or "Degree and Certificate Programs" (Apprenticeship Programs)

- **Missouri Governor's Council on Disability – Employment** http://disability.mo.gov/gcd

- **Missouri Planning Council for Developmental Disabilities** http://www.mpcdd.com/

- **Missouri Regional Transition Networks (RTNs)**
  http://ptimpact.org/Transition/Stellar/RTNbrochure.pdf

- **Missouri Registered Apprenticeship Earn, :earn, Succeed E-Tools**
  http://www.missouriapprenticeship.com/apprenticeshiptools.asp

- **Missouri Transition**
  http://missouritransition.org/moodle/index.php

- Missouri Transition Programs- DESE Special Education
  http://dese.mo.gov/se/ep/transition_progs.htm

Additional Resources

42

- *MPACT: Missouri Parents Act*
  www.ptimpact.org

- **National Alliance for Secondary Education and Transition** www.nasetalliance.org

- **National Collaborative on Work Force and Disability** www.ncwd-youth.info/PAS-Toolkit

- **National Secondary Transition Technical Assistance Center (NSTTAC)**
  http://www.nsttac.org/

- **National Youth Leadership Network**
  http://www.nyln.org

- **Navigating Autism Services: A Community Guide for Missouri**
  http://dmh.mo.gov/docs/dd/navigationguide.pdf

- **NCWD: Individualized Learning Plans How-to Guides**
  http://www.ncwd-youth.info/ilp/how-to-guide/how-to-use-this-guide

- **NCWD: Transitioning Youth with Mental Health Needs to Meaningful Employment and Independent Living**
- **http://www.ncwd-youth.info/white-paper/transitioning-youth-with-mental-health-needs**

- **NCWD: Working with Employers-Workplace Success** http://www.ncwd-youth.info/workplace-success, and http://www.ncwd-youth.info/quick-reference-guide/workplace-accommodations

- **Office of Disability Employment Policy Integrated Employment Toolkit**
  http://www.dol.gov/odep/IEToolkit/

- **Office of Disability and Employment Policy – Youth**
  http://www.dol.gov/odep/categories/youth

- **O*NET Online**
  http://online.onetcenter.org/

- **PACER Center: Champions for Children with Disabilities**
  www.pacer.org

- **Paving the Way to Work: A Guide to Career-focused Mentoring for Youth with Disabilities**
  http://www.ncwd-youth.info/paving-the-way-to-work

- **PepNet (deaf/hard of hearing)**
  http://www.pepnet.org

- **Planning for Life After Special Education: WHAT'S New in the Second Edition?**
  http://www.dlc-ma.org/_manual/LASE_manual.htm?

- **Project Search** http://www.projectsearch.us/

- **Project 10 Transition Education Network-Employing youth With Significant Disabilities**
  http://www.project10.info/DetailPage.php?MainPageID=128&PageCategory=Employment&PageSubCategory=Main

- **Rehabilitation Services for the Blind**
  http://www.dss.mo.gov/fsd/rsb/index.htm

- **Self Advocacy Online**
  http://www.selfadvocacyonline.org

- **Sharing Our Strengths**
  http://www.sharingourstrengths.com/?catid=49

- **Southeast On line TACE Toolkit for Job placement and Employment Professionals**
  http://tacesoutheast.org/myportal/toolkit/

Additional Resources

- **Southeast TACE Region IV Transition Information**
  http://tacesoutheast.org/network/transition/index.php

- **Soft Skills to Pay the Bills: Mastering Soft skills for Workplace Success**
  http://www.dol.gov/odep/topics/youth/softskills/

- **State Employment Leadership Network**
  www.seln.org

- **State of Missouri Disability Portal – Governor's Council on Disability - Assistive Technology**
  http://disability.mo.gov/

- **State of Missouri Disability Portal – Governor's Council on Disability-Employment**
  http://www.mo.gov/disability/employment

- **Substance Abuse and Mental Health Service Administration: http://www.samhsa.gov/**

- **Survival Training: Life Skills for Young Adults Skills Checklist**
  http://www.hslda.org/highschool/docs/SurvivalTrainingChecklist.pdf

- **The St. Louis Transition Council**
  http://www.wix.com/transitioncouncil/trial

- **Transition Assessment**
  http://www.nsttac.org/content/transition-planning-folder-mapping-out-your-childs-transition

- **Transition Coalition – KU**
  http://transitioncoalition.org/transition/index.php

- **Transition-Adulthood-NICHCY**
  http://nichcy.org/schoolage/transitionadult

- **Transitioning into Adulthood with ASD-Roadmap to the Future**
  http://asdtransition.missouri.edu/

- **VR Marketing Toolkit (MOVERS)**
  http://dese.mo.gov/vr/marketingtoolkit08.pdf

- **"What Can You Do Campaign" Outreach Toolkit – The Campaign for Disability Employment**
  http://www.whatcanyoudocampaign.org/blog/index.php/video

- **Youth Development and Youth Leadership**
  http://www.ncwd-youth.info/resources_&_Publications/background.php

- **Youth Leadership Tool Kit Guidebook**
  http://blt.cpd.usu.edu/Youth_Leadership_Toolkit_Guide.pdf